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## ABSTRACT

This paper reviews and analyzes the literature dealing with training teachers of adults. Existing exemplary training programs and practices are identified and described, enabling practitioners to choose alternative models and programs for practice. Contents include: Need for the study; search of literature, needs of teachers; identified desirable teacher competencies; kinds of teacher training programs described in the literature; description of models in the literature; models for planning and developing in-service programs for training teachers of adults; and examples of programs and practices in the field. Appendix A presents, in a 15-page chart, a priority order of statements describing adult basic education teacher competency; Appendix B describes the methodology of the report. (Author/WL)

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**TRAINING TEACHERS OF ADULTS:  
MODELS AND INNOVATIVE PROGRAMS**

**By: STANLEY M. GRABOWSKI**

**Syracuse University  
PUBLICATIONS IN CONTINUING EDUCATION**

**NATIONAL ASSOCIATION FOR  
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and  
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Stanley M. Grabowski  
Boston University

October 1976

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## FOREWORD

Adult and continuing education programs are proliferating at a pace that produces new strains in the patchwork instructional system. Most teachers of adults have never received adequate, let alone extensive, formal training. Even today, with increasing numbers of colleges and universities offering graduate programs in adult education, a surprisingly small percentage of teachers of adults are being prepared for their roles.

Improved training of teachers of adults is imperative in most areas of adult education. Many practitioners hunger for help, particularly in designing necessary training programs. Adult education serves a vast variety of clientele in many institutional settings, however, and as research for this project clearly demonstrates, there is no single "right" way of training the teachers.

This report, then, does not offer a formula for designing and delivering a program of training teachers of adults. It attempts, rather, to pull together representative "models" from the literature, and to identify some innovative approaches in actual use. The result is a presentation of several options from which the reader can select one or any combination of models to suit local needs and circumstances.

Appendix B contains an explanation of the methodology adopted to search the literature as well as to identify innovative approaches.

The word "model" is used in this document in its broad sense to include techniques and approaches; it is not restricted to full pictures of method, content, clientele, and so on.

Several features may be observed in reading this document. First, most of the content is devoted to in-service training, reflecting the literature reviewed. Although recent years have seen marked interest in pre-service training for teachers of adults, some of it through graduate programs, little has been done to produce models. The Commission of Professors of Adult Education of the Adult Education Association, U.S.A., is currently engaged in studying graduate programs for the purpose of developing a model or models based on the needs and perceptions of the field.

Next, many references are made to adult basic education literature. Much of the abundant documentation in this area was generated by the regional staff development projects funded under the Adult Education Act of 1966, Title III, Section 309c. Most staff development material in the literature is easily transferable to other areas of education.

Third, the reader will note that there is little mention of models.

for training trainers in business and industry. A vast amount of training literature exists in business and industry, but the few references to training trainers do not differ essentially from models in other areas of adult education.

In an attempt to identify models in business and industry, the author supplemented his literature search by contacting directors of training, members of the American Society for Training and Development, and professors in schools of management. The investigation revealed that while some companies have developed their own procedures for training trainers, most depend upon "packaged" programs such as the instrumented learning method popularized by Robert Blake of Scientific Methods, Inc. and Jay Hall of Teleometrics International. Hall's Awareness Model: A Rationale of Learning and Its Application to Individual and Organizational Practices is one of the popular trainer training programs. Training by objectives is another common approach adopted widely in recent years.

Participative learning is becoming an accepted practice in manager training for business and industry. A survey of 200 ASTD members concerning action-oriented techniques in participative learning showed that the most popular forms include role playing, cases/incidents, in-basket exercises, programmed instruction, simulation games, group discussions, and projects.\*

The use of teachers or trainers predominates in the models selected. There is some evidence in the literature that training teachers of adults is leaning toward more self-instructional models such as computer-assisted and programmed instruction. Nevertheless, most programs still rely upon a personal interface between learners and a "teacher," whatever the teacher is called, be it a trainer, facilitator, manager of the learning environment, or resource person. The National Training Laboratories have specialized in the preparation of such group leaders and facilitators.

This report addresses itself to the training of teachers of adults. In a sense, this limitation does not reflect reality fully, because many educational and training programs are using aides to supplement and complement regular teachers.

A training program, according to the literature and experience of directors of adult education programs, ought to contain a component on how to work with aides. Several reviewers of this manuscript suggested that training for aides should be included in the teacher training programs. The author refrained from interjecting his own evaluation of the models and programs, but his preferences are reflected in the report--at least to the extent that what is included necessarily implies something else was excluded.

The main conclusion one must reach after studying the current status of training teachers of adults is that much remains to be done toward effectiveness. To be sure, the models we now have, together with the way they are being implemented in programs, can serve as

\*Donald P. Crane. "Involvement Techniques for Managerial Training," ASTD Training and Development Journal 26:5 (May 1972): 26-29.



transitional alternatives. If more training programs were to adopt one or another of these models and practices, the field of adult education would advance dramatically. Coupled with this review, a study of learning theories and research findings about adult learning--when better referenced--would give the field greater momentum.

The models reported were tested, in a sense, at the Adult Education Association Conference in Salt Lake City in 1975, where they served as the basis for a special session on "The Adult Educator as a Learner." The large number of participants reacted favorably to the models and used them to devise training programs for their purposes.

This study is, therefore, no more than a first cut of what ought to be a modest movement toward a more comprehensive effort to improve the training of teachers of adults.

The author wishes to acknowledge the efforts of the many persons whose material contributed to the literature. Also, thanks go to those who helped in various ways; i.e., by identifying and reporting exemplary programs, and by criticizing the manuscript at various phases of preparation. Special thanks are owed to the Professors David V. Tiedeman and John A. Niemi, both from the ERIC Clearinghouse in Career Education at Northern Illinois University; the former for making on-site visits to several programs and preparing reports on those programs; the latter for his help in searching the literature and seeing the manuscript to print. A word of thanks is due to Dr. Doris Chertow and Ms. Sally Anne Vaughan for editing and preparing the manuscript for publication, and to the National Association for Public and Continuing Education for making this document available more widely.

Stanley M. Grabowski  
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## NEED FOR MODELS AND INNOVATIVE PROGRAMS

Adults are educated in many settings and under diverse institutional sponsorships. Education, training, and retraining of adults and out-of-school youths are functions of business and industry, churches and synagogues, the military, governmental and community organizations, as well as of schools and universities.

To the extent that such broad and varied activity can be called a "field," it encompasses a large segment of our population. The figures for adult participation in education range from a conservative 25 million to a generous 60 million, depending upon the person counting and the criteria used to determine adult effort. No matter how one arrives at a figure, it appears that in 1975 we have "for the first time more adults engaged in vocational and adult education than young people attending the formal system at all levels." (1)

One of the most dramatic "explosions" during the past decade has been in the numbers of adults pursuing education. The need for continuing education affects adults seeking literacy and basic life skills in order to survive; paraprofessionals and skilled workers who must relearn their jobs or learn new ones as their old jobs are eliminated; professionals required to pass re-licensure examinations and to avoid obsolescence in their fields of specialization; and older adults seeking meaningful use of their new leisure time.

In a sense we can speak about "compulsory adult education"--education forced upon individuals obliged to keep on top of developments in their professions or by other pressures. One writer has specified some of the categories of individuals subject to "compulsory" adult education:

traffic offenders and judges; parents of delinquents and public school teachers; illiterates on welfare; nurses; pharmacists; physicians; optometrists; preachers; nursing home administrators; firemen; policemen; dentists; psychiatrists; dieticians; podiatrists; veterinarians; many municipal, state, provincial, and federal civil servants; employees of all types pressured into taking courses, classes, or joining sensitivity training or organizational development groups; and, of course, the military, where most, if not all adult education is compulsory. (2)

A surge of people engaged in adult education is occurring, despite the shortage of persons adequately prepared to teach adults. The problem of finding sufficient instructors for adults is aggravated

by quick turnover, resulting in a large percentage of new teachers coming into the field every year. One study showed that "whether for reasons of newly inaugurated programs or from teacher turnover year-to-year most program settings had more than half of their teachers with three years or less experience." (3)

The overall status of teachers of adults is made clear in this assessment:

The following terms accurately describe the personnel in all adult education agencies including the formal school system: most untrained for the work; transient; poorly paid; mostly inexperienced; mostly voluntary or part-time workers; not receiving any in-service training; out of contact with similar workers in other agencies; do not regard adult education as a career; will probably quit this year. You may wonder how the system can operate. It is held together by a relatively small proportion of dedicated professionals with long-term commitment. A high proportion of the others are in fact highly trained in something (the subject matter, teaching at a different level, the method being used, the particular clientele group) and show remarkable flexibility in adapting their skills to the task at hand. Many of these people are outstandingly creative and make innovative contributions; in fact, adult education is still a field dominated by pioneers, and there are still missionaries who seize on adult education as an instrument to whatever social purpose they have in mind. In addition, given any organized access to knowledge or any learning method, many adults literally teach themselves, a stunning fact that we are just beginning to realize. Finally, much is being done to provide training to these workers, to improve their salary and career expectations and to stop the disastrous turn-over of workers. (4)

Within the past five years, increasing numbers of teachers of adults have received some type of training. For example, in Adult Basic Education, 79.8 percent in a national survey and 85.5 percent in a state survey (Missouri) said that they had pre- or in-service training specifically relevant to their teaching. (5)

Generally, teachers of adults must rely upon in-service training because pre-service preparation is limited in availability. (6) Many of the graduate programs in adult education concentrate upon producing administrators rather than teachers. Even so, only sixty-eight universities in the United States have full-time graduate offerings in adult education and about another fifty provide some courses in adult education, according to data from the Commission of Professors of Adult Education, Adult Education Association of the U.S.A.

In-service training for teachers of adults follows no standard plan or content requirement. It runs the gamut of possible structures, formats, and time durations, ranging from one-day workshops and institutes to fully developed courses extending over the better part of a year.

Everyone who has had any contact with the kind of training programs now in operation is aware that approaches employed in the past have responded inadequately to teachers' needs. One experienced program planner and promoter insists that "what teachers want and need most are 1) greater understanding of the nature of adult learning, 2) knowledge of the conditions that favor learning, and 3) effective ways of maintaining those conditions. They must have help that relates directly to what they are doing in the classroom and the problems they and their students are facing each day. They must know how to design learning environments and teaching strategies that are responsive and supportive to the adult learner." (7)

#### MODELS: THE LITERATURE STORY

##### Needs of Teachers

Many individuals involved as teachers of adults acknowledge gaps in their special training and education. (8) Surveys typically show that teachers of adults admit they require instruction; one report on adult basic education teachers indicated this sentiment among 90% of them. (9)

An awareness of deficient training is noted in all aspects of adult education, but is stronger in some specialized areas, such as agricultural extension and adult basic education. (10) While a majority of teachers of adults agree on the need for more in-service education, they differ as to other essentials. One survey (11) found that in response to the question, "What kinds of additional training do you think would be most useful to you in your teaching?" ABE teachers responded as follows:

TABLE 1  
ADDITIONAL TRAINING DESIRED BY ABE TEACHERS

<u>Desired Training</u>	<u>Percent of Responses</u>
a. Training in effective teaching procedures	24.3%
b. Visiting other teachers to observe successful techniques	21.7%
c. Training in how to better relate to the students	13.0%
d. Courses to increase knowledge of subject matter	12.2%
e. Training centered around the problems of individual teachers	7.0%
f. I don't feel teachers need any	7.0%
g. Training in materials preparation	6.1%
h. Other	5.2%
i. No response	3.5%

Another survey (12) asked ABE teachers to assign a degree of priority (highest priority, high priority, medium priority, low priority, and not applicable) to their in-service requirements. The percentages of those assigning high priority for each need is as follows:

TABLE 2  
IN-SERVICE EDUCATION, ABE TEACHERS

Improved Program Concerning:	Percentages Assigning High Priority
Instructional Materials	80.5%
Selecting Methods Appropriate for Individual Students	80.1%
Building Student Self-Confidence	79.2%
Diagnosis of Student Learning Needs	77.1%
Methods of Instruction	75.1%
Ways to Find Out Needs of Potential Participants in In-Service Programs	73.9%
Selecting Objectives Appropriate for Individual Students	7
Adult Learning and Development	66.3%
Student Recruitment	
How to Teach Intermediate Reading	63.7%
Evaluation of Student Achievement	63.4%
Student Retention	63.2%
How to Teach Beginning Reading	61.8%
In-Service Education for Teachers	61.1%
Use of Instructional Technology	
How to Teach "Coping" Skills	

As part of the same survey, local Title III directors were asked to assign priorities for providing effective in-service education for ABE instructors, using the same scale as the teachers. Five content areas received high priority ratings from over two-thirds of the directors: 1) diagnosis of student learning needs (78% HIGH), 2) instructional methods (72% HIGH), 3) evaluation of student achievement (69% HIGH), 4) adult learning and development (69% HIGH), and 5) instructional materials (selecting, adapting, and using) (68% HIGH). (13)

Besides determining the content areas of in-service education for teachers of adults, some surveys have also centered about the formats teachers prefer in their training. Table 3 (14) reports teachers' responses to the question, "How would you prefer to receive the additional training you desire?"

TABLE 3  
ABE TEACHERS' PREFERENCES  
FOR MEANS OF RECEIVING ADDITIONAL TRAINING

a. Series of scheduled workshops with different topics and the teacher selects the one she feels she needs	27.0%
b. College courses	17.4%
c. Intensive 2-4 week workshops during vacation	16.5%
d. Area workshops--weekly or monthly	13.9%
e. On-site workshops-- weekly or monthly	10.4%
f. No response	7.8%
g. Internships where the teachers have a chance to work with an outstanding teacher for a period of time	4.3%
h. Self study by teachers	2.6%

It is crucial to identify the needs of the specific group of teachers of adults for whom a program is developed. All the in-service training program planning models presented in this report call for identifying such competencies. One model, widely circulated, is presented in Figure 1. (15) Though designed with the ABE teacher in mind, with some small modifications this model can be adapted to any group of teachers of adults.

Figure 1:

A MODEL FOR IDENTIFYING THE KNOWLEDGE, SKILLS,  
AND ATTITUDES THE ADULT BASIC EDUCATION TEACHER SHOULD POSSESS

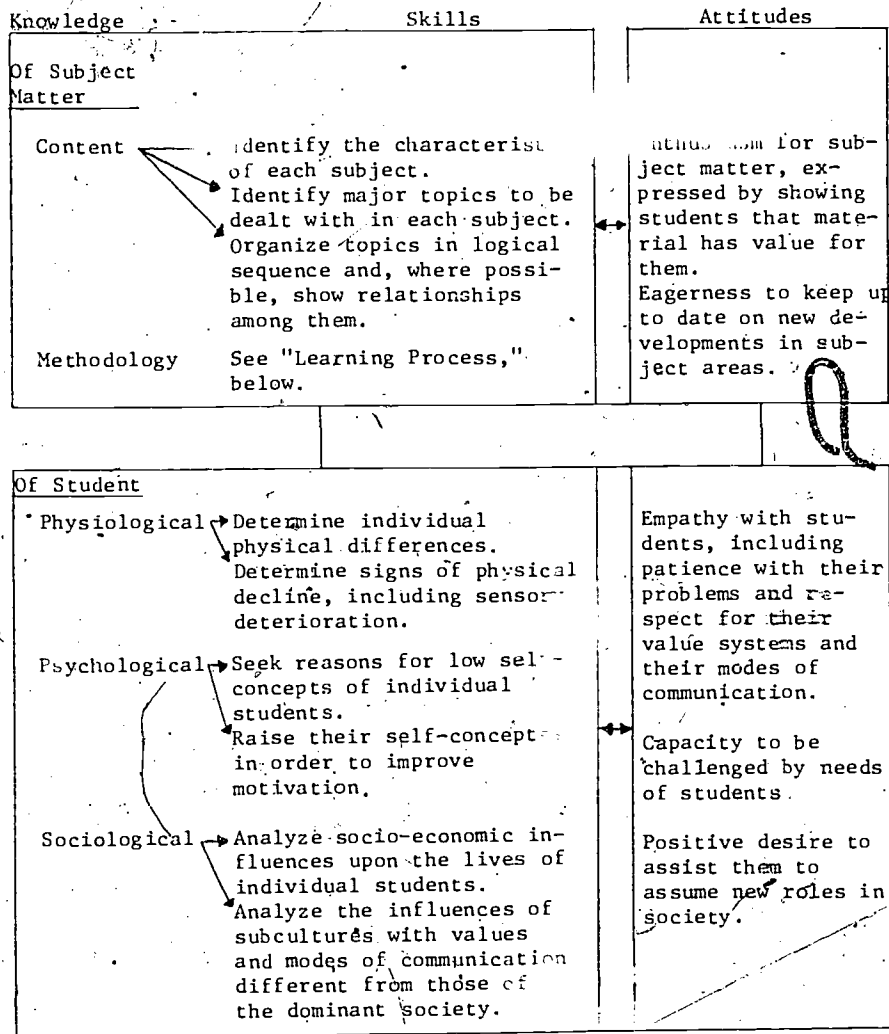
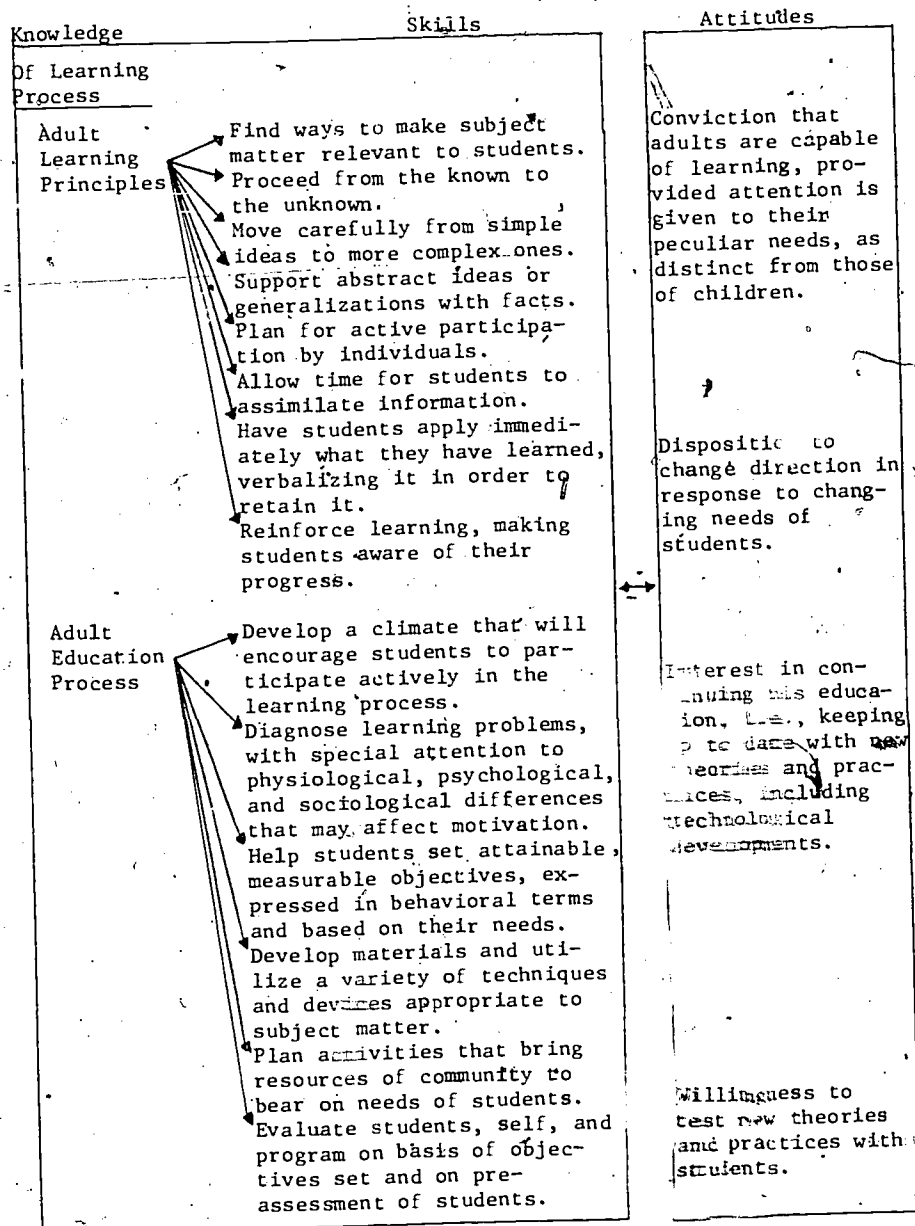




Figure 1 (con't)



### Identified Desirable Teacher Competencies

A typical description of adult teacher competencies resulted from one study:

The teacher's foremost concern must be the adult student, and his effectiveness in this concern must be judged on his ability to help the student to develop and maintain self-confidence. The ideal teacher could be described as people-oriented, more interested in people than things, more interested in individuality than conformity, and more interested in finding solutions than in following rules. He would be considered a mature, integrated personality that had chosen his own role and relationship to society and coveted for everyone else the same privilege. . . . The teacher must have understanding, flexibility, patience, humor, practicality, creativity, and preparation. (16)

Recently, the concept of competence or competency has been introduced into teacher preparation to describe training efforts based on clearly defined objectives. Competence is the state or quality of capability for adequate performance. Individuals are described as competent if they can meet or surpass the prevailing standard of adequacy for a particular activity. While competence is not identical with excellence, it does imply a level of proficiency that has been judged sufficient for purposes of the activity in question.

"Competency-based" is the designation for an educational approach that places the competencies required for successful performance beyond the academic program and at the front and center of the learning and credentialing processes. This approach makes the demonstration of competence under realistic conditions the indispensable requirement for awarding credentials.

The competency-based approach has profound implications for designing learning experiences. The requirement that competence be demonstrated means that "learning to learn" becomes as important as the sum of knowledge acquired. Competency-based programs therefore seek an integration of intellectual and practical skills.

A competence-based teacher education program will prepare teachers with a broad base of knowledge, proven performance skills, and a variety of teaching processes and experiences upon which to integrate experience and renewal activities. In other words, beginning teachers of adults, prepared in a competence-based program, will be better prepared than those prepared in traditional programs. (17)

Several attempts have been made to compile lists of competencies required of adult educators, whether teaching in general or specific areas, such as adult basic education. Some lists do not distinguish clearly between teachers and administrators of adult education programs. Still others are limited to graduate programs training adult educators.

A sampling of the kinds of competency lists found in the literature is presented below:

One study (18) found nine topics which were of common interest for in-service training of adult educators:

1. To gain a better understanding of the basic needs which cause adults to participate in educational programs
2. To gain a clearer insight into the changing interests of adults in vocations, religion, family, leisure time activities, health and other areas of life
3. To increase ability to apply psychological principles to the selection of objectives
4. To acquire techniques for relating our program more closely to the needs and interests of adults
5. To acquire techniques for relating our program more closely to the general needs of the community
6. To become more skillful in recognizing the community needs and resources that are important to adult education programs
7. To develop a better understanding of the kinds of educational methods most suitable for mature persons
8. To develop a better understanding of the kinds of educational materials most suitable for mature persons
9. To become more familiar with procedures for "keeping up" with new developments and materials for adult education programs

Another study (19) produced statements of forty-five competencies. The top-rated fifteen competencies are presented below. Each one is preceded by the phrase, "The successful professional adult educator

1. Believes that there is potentiality for growth in most people
2. Is imaginative in program development
3. Can communicate effectively—speaks and writes well
4. Has an understanding of the conditions under which adults are most likely to learn

5. Is himself learning
6. Is an effective group leader
7. Knows himself--his values, his strengths and weaknesses
8. Has an open mind--is willing to accept the ideas of others
9. Has understanding of what motivates adults to participate in programs
10. Has a strong commitment to adult education
11. Can organize and direct complex administrative activities
12. Has developed a system of values about adult education
13. Has understanding of the structure of the community, its organization and groupings
14. Believes that innovation and experiment are necessary to the development of the field
15. Believes in freedom of thought and expression

A third study (20) identified twenty-three behaviors as objectives of graduate study in adult education. Each statement is preceded by the phrase, "The adult educator . . ."

1. Helps people control and adjust to change rather than to maintain the status quo
2. Intelligently observes and listens to what is being said or done and uses this information in guiding his response
3. Selects and uses teaching methods, materials, and resources that are appropriate in terms of what is to be learned and in terms of the needs and abilities of the individual learner
4. Helps his clientele acquire the ability for critical thinking
5. Provides an atmosphere where adults are free to search through trial-and-error without fear of institutional or inter-personal threat
6. Identifies potential leaders and helps them to develop their potentials and capacities
7. Makes use of existing values, beliefs, customs, and attitudes as a starting point for educational objectives
8. Is actively involved in continuing study that will increase his professional competence
9. Understands the role of adult education in society and is aware of the factors and forces that give rise to this function

10. Actively shares, participates, and learns with the learners in the learning experiences
11. Helps adults to actively set their goals, and provides a variety of means and opportunities for intensive self-evaluation
12. Identifies and interprets trends that have implications for adult education
13. Has clearly defined his unique role as an adult educator and understands his responsibility for performing it
  - Changes learning experiences so that the learners can integrate theory and practice
14. Is effective in building a teaching team among lay leaders and group members
15. Uses the process of appraisal to evaluate programs and to help clarify and change objectives
16. Is creative and imaginative in developing new programs, and believes that innovation and experiment are necessary for the expansion of adult education
17. Makes use of the contributions of all group members through the utilization of individual talents and abilities
18. Works with schools, teachers, parents, and pre-adults to assist them in developing the motivation, attitudes, understanding, and skills necessary for life-long learning
19. Objectively presents contrasting points of view
20. Assumes the initiative in developing a strong national perception of the importance and essentiality of continuing education
21. Recognizes when the communication process is not functioning adequately or when it breaks down
22. Identifies, critically evaluates, and discusses scholarly work by investigators in adult education, and related fields

A fourth study (21) identified 170 ranked competencies appropriate for adult basic education teachers. The list is divided into four categories: Scope and Goal of Adult Education, Curriculum, ABE Learner, and Instructional Process. The complete list of these ranked competencies is reported in Appendix A.

Several competencies appear in various forms on more than one list. The following is a boiled-down version of these common competencies. A teacher of adults:

1. Understands and takes into account the motivational and participation patterns of adult learners

2. Understands and provides for the needs of adults in learning
3. Is versed in the theory and experienced in the adult education
4. Knows the community and its needs
5. Knows how to use the various methods and techniques of instruction
6. Possesses communication skills, including listening
7. Knows where to locate and how to use educational materials
8. Has an open mind and provides an atmosphere that allows adults to pursue their needs and interests
9. Continues his own education
10. Is able to appraise and evaluate programs

#### Kinds of Teacher Training Programs Described in the Literature

In-service education seems to be the usual way of training teachers of adults. It is not surprising, therefore, to find much of the literature on training teachers of adults concentrated in this area.

In-service training or education embraces a wide range of possibilities, and depends on one's definition of the term. A fairly broad description can be accepted as a workable guide:

In-service training is that phase of organized learning experience which is provided employees by the agency throughout the employment period. It is training directed towards developing understanding of job operations and standards, agency philosophy, policies and procedures, as well as current technical research findings. It includes induction training for new workers and on-the-job training in both subject matter and in educational methods for experienced personnel at all levels of the organization. It does not include courses taken as a part of a planned graduate study program leading to an advanced degree.

(22)

Before examining several models of in-service programs for training teachers of adults, it is necessary to note some criteria for such programs. Two sets of criteria are reported here: one is from a guide prepared by the Cooperative Extension Service, another is the result of an extensive review of in-service education literature.

The characteristics of a comprehensive and adequate in-service training program, as reported by the Cooperative Extension Service, are: (23)

1. OFFICIAL -- supported by written administrative policy and administrative procedures
2. PURPOSEFUL -- directed towards definite purposes of objectives and providing for systematic evaluation
3. COOPERATIVE -- planned cooperatively by the trainer and trainees
4. NEED-ORIENTED -- based on individual needs with allowance for individual differences in abilities and interests
5. DYNAMIC -- directed toward improvement of the ongoing educational program engaged in by the individual worker
6. FLEXIBLE -- adjusted to the varied experiences of personnel changes in subject matter, methods and procedures, and changing emphasis on program content
7. COMPREHENSIVE -- stimulates intellectual curiosity and adds to the enrichment of life as well as develops sound, productive personnel for the organization
8. LONG-TIME, CONTINUOUS IN CHARACTER -- available throughout the professional life of personnel
9. DEVELOPMENTAL -- directed towards answering the maturing needs of individual extension workers
10. WELL-ORGANIZED -- planned to achieve continuity, sequence, and integration into the experience of the learner
11. IMAGINATIVE -- forward looking; making use of the more advanced thinking
12. EFFICIENT -- designed to effect change and to use the best available resources, including human resources
13. SCIENTIFIC -- based upon scientific information

The second set of criteria for in-service education programs, derived from an extensive review of in-service education literature, is based on the following factors as common to effective in-service programs:  
(24)

1. The participants meet consistently one or more times a week over a period of several months
2. Programs are cooperatively planned either by colleges and universities with the agency or by industrial firms with the agency
3. Teacher participants are involved directly in both planning and modifying the in-service program
4. Ideas and opportunities to try them out under supervision are provided teacher participants

5. Instructors are competent teachers with similar responsibilities at the same teaching level as the teacher participants
6. Training is provided whenever possible in a location comparable to where the teacher participants will use the ideas and teaching skills
7. Some instructional materials are developed for use in teaching as a result of in-service work
8. Follow-up contact provides interface between the educational setting and the in-service program

Many factors and constraints must be considered in planning an in-service training program. The two sets of criteria presented above are as demanding as they are comprehensive. The planner of an in-service training program must consider the needs, skill level, and time constraints of the teacher participants.

#### Descriptions of Models in the Literature

From the numerous in-service training programs for teachers of adults identified in the literature, several models are listed here as representative of the many variations and combinations used in practice. The models offer possible alternatives for the planner seeking to accommodate to the resources as well as the needs of the teachers. In some cases the models are presented in definitional terms because they are self-explanatory. In other instances, the models are explained in detail either because they combine several components, some included in other models, or because they require greater specificity to understand their implementation.

The Laboratory Approach Model. "The laboratory approach "... is an instructional system or procedure in which a group of learners is placed in a situation usually having some of the elements of reality simulation, in which the learners' behavior in dealing with the problem at hand produces data that are organized and fed back to the group to form a basis for analysis and interpretation by the group." (25)

The Classroom Experience Model. "The classroom experience model of in-service education is a plan whereby the educational encounter is accomplished through simulation of direct experiences with students. This provides a means for guidance of teachers toward the implementation of curriculum innovation." (26)

The Teaching Demonstration Model. "Teaching demonstration refers to a lesson drawn from the context of a real classroom situation, presented by the teacher as she would normally present such a lesson, with sufficient special preparation to facilitate systematic observation and analysis of specific events by interested observers." (27)

Self-Directed Learning Model. "Self-directed Learning (SDL) is a structured plan for the systematic removal of certain external con-



controls usually placed on students. SDL consists of a project framework for student selection and evaluation of learning procedures, guidelines for organizing a student administered classroom, and a set of carefully defined teacher behaviors." (28)

The SDL (29) model involves five components in the training program:

- 1) Experiential component -- consists of structured observation in an actual classroom, a guided tutorial with the teacher trainee, and supervised practice teaching in a classroom. This component gives the teacher trainee an opportunity to experience at least one classroom, to discover how an adult learns, and to present a lesson with a critique by an expert supervisor.

- 2) Analytical component -- includes classroom analysis followed by discussion, institutional analysis, analysis of culture and community, and of hardware and software material.

- 3) Theoretical component -- consists of the subjects the teacher trainee selects to attain goals for the training.

- 4) Practical component -- gives the teacher trainee a chance to practice the analytical skills developed, and to apply some of the theoretical concepts acquired. Micro-teaching, supervised practice teaching, and curriculum unit development are some of the means employed.

- 5) Reflective or Synthesizing component -- provides the trainee with a chance for reflection based on his expected experience with the adults targeted for teaching.

Team-Structured Model. This approach to training teachers of adults uses a modular modification of existing course structures, including models of field experiences, directed teaching, and paid experiences in a competency-based program. One of the variants of the team structure model is the Teacher-Tutor Pair (TTP). In the TTP's an experienced teacher works with one or several tutors (teacher trainees), each of whom, in turn, works with one or more tutees (adult learners). The TTP teacher instructs as is necessary and supervises the tutor. (30)

Inquiry-Based Learning Model. A series of problem-solving situations are used to test this model and invent teaching strategies through role playing, micro-teaching, peer instruction, and group problem-solving. The model provides an opportunity for teachers to use the plans worked out in actual sites, to share experiences and problems in group sessions, and to disseminate their own versions of the model. (31)

Independent Study Model. Structured materials, such as video-tape, are used for training teachers. Often, these materials are also used in a directed study program under the supervision of an instructor.

Self-Learning-Related Model. This model is composed of Teacher Education modules oriented toward training teachers in communities with marked ethnic-cultural differences. It consists of a core module on "The Ethnic-Cultural Base for Teacher Education" and six additional satellite modules: "Human Relations for Adult Education Teachers," "The Psychology of the Adult Learner," "Educational Support Systems," "Teaching Strategies and Techniques," "The Learning Environment and the Teacher as an Architect," and "Educational Materials and Technology." (32)

Culturally-oriented concepts permeate each of the modules and are the bases for inter-relationships among them. All are "built around self-learning-related immediate objectives within the framework of long range purposes and development goals." (33)

In the one module presently being tested, five teaching strategies are presented centering on the learner, learning goals, content, method, and evaluation; each drawing on knowledge, skill, and attitudes related to personality, learning group process, and culture. The module, "Teaching Strategies and Techniques," includes under each strategy section components of self-analysis, interviews, observations, evaluation, and self-testing. Although designed for self-instruction, this module can also be used in group learning in seminars or classes.

APPROACHES TO PLANNING AND DEVELOPING  
IN-SERVICE PROGRAMS  
FOR TRAINING TEACHERS OF ADULTS

The previous section of this report presented selected models of in-service training programs for teachers of adults. There is a prior question practitioners should ask: How does one go about developing such a model?

The professional growth of teachers doesn't just happen; it is brought about by a planned effort. Training teachers of adults, whether pre- or in-service, is never an easy job. Effective programs must be continuous, follow good teaching practices, and have meaning for the teacher.

One program planner for training teachers of adults has made the following suggestion, capsulizing some key points about in-service education:

If those who plan in-service programs could have a little card inscribed, like the Rotarian's Creed, with a list of admonitions, it might contain three commandments: (1) Thou shalt not commit in-service programs unrelated to the genuine needs of staff participants. In-service programs dictated from the board room or drawn out of the rarified atmosphere of the central office rarely coincide with the most pressing needs of the instructional staff... (2) Thou shalt not kill interest through in-service activities inappropriate to the purpose of the program... (3) Thou shalt not commit in-service on a shoestring... (34)

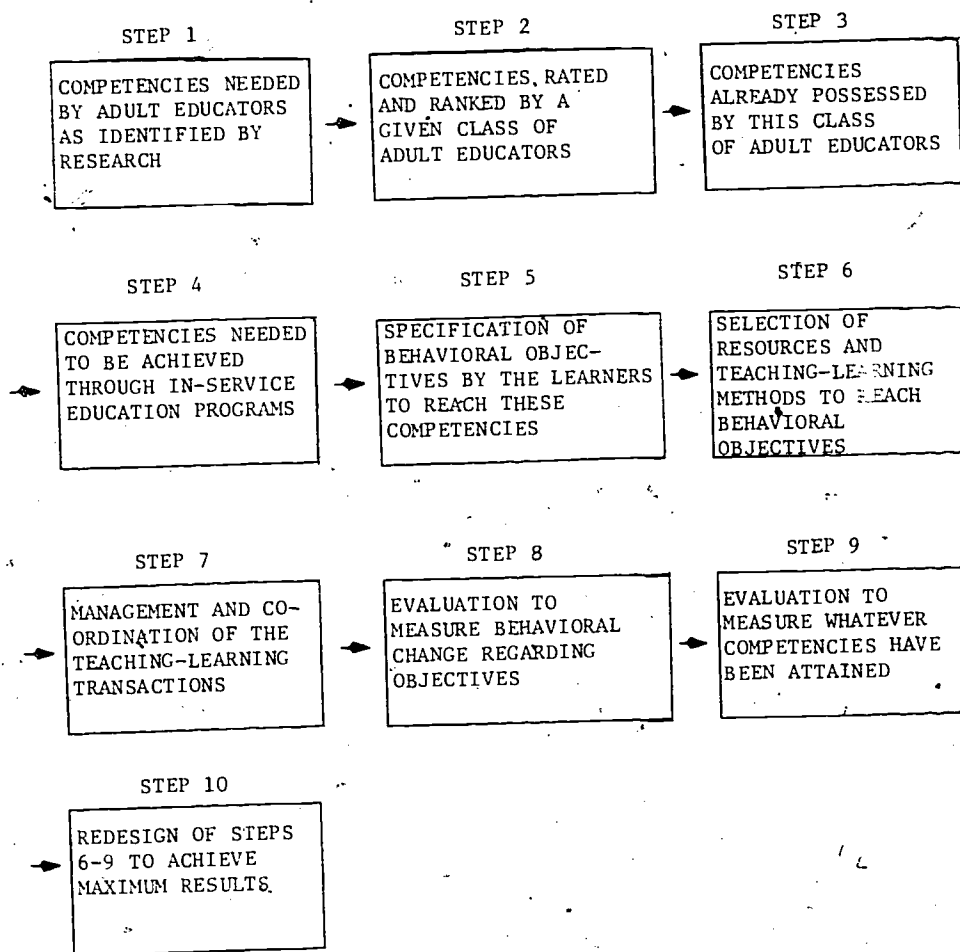
A researcher (35) has deduced the following principles as a basis for developing training programs for teachers of adults at any operational level:

1. Programs should be designed so that participants come to perceive and understand the connections that exist between one area or level of education and the next. In other words, groups should be formed on the basis of heterogeneity so that a variety of agencies are represented; content should be selected to show the relationships between basic education, vocational education, and liberal education; and methodologies should be employed that can later be used in assisting the adult learner to understand and apply the principle himself.
2. Orientation is the most important phase of pre-service training, and a substantial proportion of the program time should be allocated to general orientation concepts.

3. Most experienced teachers or pre-adults need a period of reorientation in order to effectively operate in a voluntary adult learning situation.
4. A variety of formats, methods, and techniques should be used in designing a systematic, long-range in-service training program.
5. Those who are to participate in the training program should play a key role in developing the objectives of the program.
6. Training objectives should be clearly defined so that they can be used as guides in the selection of subject matter, methods, and materials and as a basis for evaluation.
7. Feedback should be provided through continuous evaluation techniques including control groups, pre-tests and follow-up appraisals.

Three approaches aimed at developing training models address the process in a slightly different way.

The first of these approaches (36) is a long-range in-service education program for adult educators based on behavioral objectives to achieve competencies identified by four researchers (White, Chamberlain, Aker, and Veri). The program with logical scope, sequence, and content is diagrammed below:



The second approach (37) outlines a strategy for developing effective program of in-service education for ABE teachers. The strategy, according to the developer, was "drawn from both the literature on adult education need appraisal and program development and research related to the in-service education of ABE mentors." (38).

Listed below is a synopsis of the strategy outlining the major tasks in planning and conducting in-service education.

Assess the situation

- Identify the symptoms of need in in-service education
- Make an initial appraisal of the local situation
- Select from the literature criteria for judging mentor performance

Identify needs

- Describe the current performance of typical mentors
- Describe the corresponding performance of outstanding mentors
- Compare "what is" with "what ought to be" to identify needs

Select needs

- Survey knowledge related to the needs that are identified
- Survey resources that are available to implement the in-service program
- Select the most desirable needs

Develop the program plan

- Specify the objectives
- Specify the intended inputs and transactions
- Consider alternative methods of learning
- Consider alternative evaluation procedures
- Plan the in-service education program

Conduct the program

- Provide supportive arrangements to facilitate the program
- Implement the in-service program

The third is a conceptual approach to adult basic education staff development. (39) It was designed to follow a flow chart scheme, and is only outlined here in its broad phases.

This program has six phases: 1) Initiation and Planning, 2) Planning and Assessment, 3) Development, 4) Pre-Training Program Activities, 5) Training Program, and 6) Evaluation. Throughout the entire process there is continuous monitoring by an independent agency.

### INNOVATIVE PROGRAMS

This project sought to identify and examine several exemplary programs for training teachers of adults. However, several programs such as reported in Appendix B did not prove fruitful. The original criteria were applied as originally planned.

The criteria originally established for identifying outstanding on-going programs and practices of training teachers of adults are:

1. Programs and practices must be proved to be effective through the use of acceptable and reliable evaluation methodologies
2. The programs and practices must be significant to the extent that they are able to bring about a significant change in the attainment levels of their students
3. The programs and practices must be consistent with the priorities of the U.S. Department of Health, Education and Welfare; Office of Education; and the National Institute of Education
4. The programs and practices must be generalizable and applicable to a broad range of adult education settings
5. The programs and practices must be replicable in other places at reasonable costs
6. The programs and practices must be relevant to the needs of the targeted audiences--the adult participants
7. The programs and practices must be based on sound adult educational principles and models

The disappointing results of the search for thoroughly tested exemplary programs echoed results of a similar 1971 search by Hy Hoffman and Jules Pagano. They reported that "an exhaustive examination of the literature since 1965...to assess what existed...revealed that ABE staff training is fragmented and uncoordinated; that at most there have been a series of partial programs or unrelated program components which have been implemented in isolation and then forgotten. Even more disappointing were the results of their literature search on training efforts by "the Department of Labor's AMIDS (Adult Manpower Instructor Development Sites), the National Institute of Mental Health, and a miscellany of state programs." (40)

The original criteria proved to be so rigorous that no programs were identified that would meet all of them. However, a few programs were finally selected for closer observation and/or site visits because each offered a different approach to training teachers of adults and showed signs of being effective and worthy of replication. Most of the programs are either still in the final development stages or are being tested and revised. These programs are briefly reported below.

## Apperception-Interaction Method (AIM)\*

### PROGRAM IDENTIFICATION/OBJECTIVES

AIM, an acronym for Apperception-Interaction Method, is a response to the increasing awareness of teachers and program directors in public adult basic education that the academic requirements ABE is called on to meet are often unrealistic both in terms of many participants' available time and stated intentions.

AIM is a project of World Education, a private, non-profit organization. After a year-and-a-half of research and development carried out in two sites in two different parts of the United States, AIM designed an approach and process for teaching coping skills to ABE students. AIM had earlier accumulated from the experiences of World Education and other international literacy programs, considerable data and ideas about developing programs to promote socially functional literacy in areas such as consumer economics, employment seeking, and use of public institutions. After data analysis and experimentation in two sites, AIM had initiated by September 1974 an approach to ABE students and a process of teaching and materials development which is innovative and, at the same time, responds to the priorities set by ABE teachers and program directors.

AIM is a new ingredient offered to those concerned with teaching coping skills. It is not meant to replace existing programs devoted to programmatic, audio-lingual, and didactic practices; rather, to serve as a separate course of study in developing skills and attitudes needed to deal with problem situations learners confront. The total process is built into the course development. That is to say, needs of clientele are researched, appropriate materials are developed on site with teachers involved, and a general orientation enables teachers to learn about the process and to use the method in a simulated teaching session.

AIM is a process of demonstration to teachers, interviews with students and teachers, orientation to the methods and techniques, writing workshops, and sequential evaluation. Therefore, AIM is a new curriculum development approach involving diagnosis of learner needs, a course of study based on situation-specific materials, and an innovative method of instruction using a process of problem-inquiry leading to practical action.

During fiscal year 1974-1975, AIM was introduced into programs in six different states on a demonstration basis (Alabama, California, Indiana, North Carolina, Texas, and Washington).

### 2. APPROACH

Selection of Teachers. AIM, in both its approach and teaching methods, is process-oriented. When an AIM project is undertaken at a site, a demonstration of methods and a discussion of the approach

\*Dr. William M. Rivera, Director, provided information about the AIM program.



are held with teachers to ascertain their interest.

Training. Following the demonstration, an orientation program is scheduled with teachers who take part in a series of training and information sessions.

A special teacher-writing workshop is built into the orientation schedule to produce further ideas about appropriate and provocative materials that will stimulate discussion and writing skills. AIM, however, does not consider its process limited to such discussion. It encourages the student to take practical action to solve or alleviate what he or she identifies as a problem during discussion.

Basically, AIM is a process of problem-inquiry leading to practical action. While confronting the literacy and mathematical problems of participants, it promotes discursive inquiry into particular problem areas. For example, reading a story in a consumer affairs pamphlet, the teacher must ensure that each student has underlined any unknown words and comprehended the text. While doing so, the teacher may want the students to develop flash cards of different words or expressions, or to review a mathematical function. Most class time, however, will be devoted to discussion of topical areas. AIM has distinguished ten topical areas: employment, housing, public services, education, family life, nutrition and health, social involvement and civic participation, interpersonal relationships, consumer affairs, and alcohol/drugs.

AIM is a process of problem-inquiry in which the teacher learns to relate in a new way to participants: encouraging discussion, searching with them for solutions to problems, sharing expertise and information as appropriate. The method is easily acquired. Rather than programmatic, question-answer techniques, AIM promotes dialogue guided toward problem-inquiry and option consideration. Local teachers schooled in AIM's method have served as teacher-training consultants in programs and workshops.

For the adult participant, an AIM class is dedicated to self-expression, discussion, and information gathering. It is a place of practice and study as well as an arena of interchange about common problems and how to confront them. It is an environment where participants contribute as much as teachers to questions about practical life situations.

For the teacher, an AIM class is more than a room of people who need to learn to read, write, and compute, and even (in courses that teach English to speakers of other languages) to be conversant. It is a dynamic environment in which basic education skills are promoted while relating them to practical matters and to other participant-identified interests. Much discussion is devoted to problems relating to employment, housing, the use of public services, consumer economics, and additional areas of class concern. Teachers also learn to confront with participants the problems of motivation, social awareness, and self-confidence.

Materials. AIM is also its materials. Developed locally with teachers to apply to areas of necessary coping skills, these materials are presented in the form of four-page pamphlets with a

photograph on the cover, a title inside, and a blank page on the back. The pamphlets are perforated to fit in a regular-sized notebook. They are not designed to be given in a package to students, but to be distributed individually with each new class topic. In this manner the student builds a book rather than gets one. Each of the pamphlets deals with a particular topic and is meant to stimulate discussion in that one area. For example, consumer economics; but if discussion turns to other subjects such as consumer policies or automobile repair, this subsequent interchange is also encouraged.

Time. The orientation of teachers is done through a 32-hour series of training and information sessions. These occur four Saturdays or a sequence of evening sessions are scheduled. Some training and information sharing.

### 3. EVALUATION

Strategies to evaluate the program's educational impact include classroom observation, interviews with both teachers and participants, and paper-and-pencil instruments. The mix of evaluation strategies is planned to examine outcomes for participants in a variety of areas, such as self-awareness and social consciousness; problem-solving and interpersonal skills; family, job, and community participation; adult performance skills; and academic skills. Evaluation is premised not only on observation but on the endeavors of participants to improve coping skills by taking practical actions to alleviate or solve immediate problems.

Action cards and class logs are the basis of evaluation; student and teacher testimonials and retention rates are included. Commercial tests are not used, although some experimentation is under way with the use of items on the Adult Performance Level (APL) functional literacy test as content ingredients in the AIM process. Evaluation is based on teacher and student perception of the course and on individual learning gains. Action cards assist in tabulating the number and type of practical actions taken by participants during the course.

### 4. ADDRESS

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#### Teacher-Tutor Pair\*

#### 1. PROGRAM IDENTIFICATION/OBJECTIVES

The Teacher Tutor Pair (TTP) is a career development program, Adult Education Act, Title VI, operating under the New York Board of Education.

\*Dr. Doris Moss, Program Director of the TTP--Career Development Program, Adult Education Act, Title VI--provided information about this program.

tion. The project's primary objective is to develop a model tutoring program for English as a Second Language (ESL) classes using upper level ESL students.

A pilot program was carried out to demonstrate a new approach to improved communication between non-English speaking groups and native-born citizens of New York City and to provide career educational opportunities for adult learners. The pilot program was conducted from December 4, 1972 to June 30, 1973, became operational in 1974, and was still in progress as of April 1975.

The program is based on the following assumptions:

The classroom needs of adult ESL students are many, varied and immediate

Non-professional supervised mediation can help alleviate some of these classroom pressures

Upper level students of like background can be trained to provide the necessary mediation

Utmost care must be exercised in making a classroom tutoring project operational

## 2. APPROACH

In order to insure smooth operation of the project, the following guidelines were established:

Tutors should be recruited from upper level ESL classes

Tutors should speak the language of the tutee

Tutors must be used on a one-to-one basis only and must not perform any other functions

Tutors must be trained and supervised by the one classroom teacher to whom assigned

Teacher-tutor pairs (TTP's) must be assigned on the basis of compatibility

All personnel should be kept informed and involved at all times

Details relating to time schedules and tutoring activities must be determined locally by the individual TTP's

Selection of Sites, Teachers, and Tutors. Major criteria for site selection were the representativeness of its population and organizational structure. The site's availability and the host agency's receptivity were also significant. At least three student language groups and a variety of classroom organizational types were sought. These types included multiple class, single class, and mixed language sites. Within the types, choice went to those best suited physically

to the project.

Having chosen potential sites, the Staff Development Team then pre-screened the teachers working at them. Potential TTP teachers were asked to complete and return questionnaires. Based on positive attitudes and understandings evinced by the questionnaire, teachers were selected and invited to a series of meetings at which the project was described and discussed.

To find the tutors, the University of Michigan Examinations in Oral Comprehension and Structure were administered to all upper level ESL students on the selected sites. Students who scored well on both tests (above 70 percent) were identified as potential tutors. Their names were submitted to the supervisory and guidance staff for screening. The finalists were invited to a local meeting with the teachers-in-charge and/or the TTP teacher. They were introduced to the project and given the opportunity to volunteer. With one exception, those who were finally assigned remained with the project while continuing their own education.

Training. Teachers were trained, in the initial stages, to know the contents of the written plan; to train tutors in ESL techniques; to list specific duties that may be assigned to a tutor; to write individual progress plans for tutors to use with tutees; and to cater to individual needs of tutors.

Teachers were prepared at a series of meetings where they read, discussed, and evaluated the written plan. They were given two weeks to edit and adapt for tutor use. At one of the TTP meetings, the group devised an individual progress plan and drafted several other possible plans. The teachers explored the expectations, abilities, and limitations of the individual tutors.

Tutors were initially trained to recognize various ESL techniques and to perform ESL techniques prescribed by the teacher. They observed teachers to whom they were assigned in class, worked with the adapted materials, and held individual conferences with teachers to discuss what they had seen in class or read in the lessor units.

Teachers wrote single-concept prescriptions, demonstrated the technique to be used, and observed the tutor working with the tutee. As soon as tutors were formally processed as administrative aides, they began reporting to their assigned teachers. Though the project had been well-structured in terms of activities, materials, and duties, schedules were not imposed. TTP's were allowed complete flexibility for arranging working and studying hours.

In addition to training in the materials and classroom observation, the TTP teacher provided on the job such information as the tutor's strengths and weaknesses in spoken English, career aspirations, motivations and interest, and personality traits. Teachers demonstrated techniques described in the materials and also one-to-one tutoring methods. Some teachers added other elements. One instructed a tutor in the international phonetic alphabet; another met her tutor one Saturday at the Donnell Library to review and borrow ESL materials; still another provided the tutor with Teaching English as a Second Language for further study. Each pair thus developed a strong bond

of friendship and respect.

Teachers were allowed full freedom regarding the number of tutees and criteria of choice. On single class sites, the tutees were chosen because they did not fit in well with the rest of the class. At the other locations, tutees were selected on the following criteria: new student to be upgraded, absent student to be brought up-to-date, students requesting specific assistance, students requiring extra help.

Tutors and teachers at single class locations had already established good rapport; a new relationship emerged, however, from the change in respective roles. The teacher and tutor now collaborated on a different individualized program using classroom observation and the materials as a base for discussion of what an ESL program is about, how the students perceive their experiences, and what results might be expected.

At single class sites, teachers were not able to devote as much time as they would have wished to students with individual difficulties. Introducing the tutees to the tutor, whom they knew in class, and describing the new project were sufficient motivation for each tutee.

At multiple class locations, teachers not only described the new project but also demonstrated the tutoring lesson and emphasized the opportunity for private attention. Tutees at one location were reluctant to leave the classroom with the tutor because they felt they would be missing the teacher's lesson. The teacher then allowed tutoring to be conducted in the same room, and there were more "takers" than could be handled.

Teachers' prescriptions generally included pronunciation exercises, vocabulary development, reading, or in one case, urban living. Tutors put into operation the various ESL drills as well as visual aids and immediate feedback techniques. Teachers designated materials to be used.

As the project progressed, students began to request tutoring. On an average tutors worked with two or three students per week. Approximately fifty students in all received such instruction.

When the TTP project became operational, the supervisors helped to select and train the teachers and tutors. They observed the TTP activities on site and answered questions, made suggestions, helped in selection of tutees and in writing prescriptions, and lent moral support to all parties.

TTP supervisors conferred with guidance counselors and administrative teachers-in-charge in the selection of tutors and kept them informed of schedules. They were also required to keep logs of TTP activities and to collect teachers' logs of same.

Materials. Materials are developed as they are used and are being compiled into a handbook which will be published.

Time. The teachers and tutors meet on an average of two hours a week (some for as many as six hours) for one year.

### 3. EVALUATION

Teachers. Although teachers were carefully chosen for their enthusiastic attitude, some felt threatened initially by the presence of an observer. Teachers soon came to appreciate the added assistance, however, and were able to manage their classes more efficiently. The constant influx of new students became more bearable. Some teachers responded that the TTP project sharpened their skills or made them more aware of their students' culture.

Supervisors noted that teachers were better able to individualize instruction or to do group work and were happy to display their abilities as teachers.

Tutors. All tutors are reported to have "grown" on the job. Though monetary compensation was an initial motivation, tutors became even more interested in their work and their tutees. They learned to teach one thing at a time, to repeat exercises patiently, to follow prescriptions, to draw from their own experience as students, and to innovate confidently. Tutors enjoy their work; their attendance is good and their approach serious. One is reported to have changed his style of dressing; another was just accepted at college and is now thinking of teaching as a profession.

Tutees. All responses relating to the effect of tutoring on tutees were very favorable. The following are some typical quotations from teachers' reaction forms:

1. One tutee "had virtually no education in Cuba and felt inferior to the other students. Whereas she appeared to have no comprehension in class and was unable to respond in English, on a one-to-one basis her fears became lessened and she was able to respond. She is much more relaxed in class now and can relate better to the group situation."
2. "The tutored student started coming to class earlier. Although he is/was very friendly, he now greets other students and teachers in English and seems to have more confidence in general. He now participates in class without blushing and says when he does not understand something, which never happened before."

Other beneficial results included better retention of students in TTP locations, faster rate of learning, and closer relationship among students.

All respondents noted the positive effect of the tutor's experience as a Title III student. Tutees were inspired to study; they felt more comfortable and more confident after being tutored. Many students who are not being tutored or who are from other classes have asked for this special kind of assistance.

4. ADDRESS

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Culturally Oriented Teacher-Education Modules\*

1. PROGRAM IDENTIFICATION/OBJECTIVES

This program was developed under the sponsorship of Phelps-Stokes as a model for the professional preparation of adult education teachers. It is oriented toward teachers in communities with marked ethnic-cultural differences.

The overall purposes of the model are: to improve teacher effectiveness through increased cultural awareness and ethnic understanding, and to facilitate the involvement of ethnic minorities in leadership positions in adult education.

2. APPROACH

The model includes two major components: 1) a teacher education model designed to encourage and facilitate self-study by adult education teachers along cultural and ethnic lines through a series of learning modules; and 2) a program for testing the modules in actual training situations, forming the basis of a proposed resource center.

Cultural orientation permeates each of the modules. The cultural and ethnic information is kept at a manageable but effective minimum, in view of the time frame within which in-service teachers normally have to work and study. To accommodate teachers, the model has been built around self-learning-regulated immediate objectives set in a framework of long-range purposes and development goals.

Training. In the module on Teaching Strategies and Techniques, the content is grouped under five basic strategies focusing on assessing the learner, defining goals and objectives, choosing relevant content, applying appropriate methods, and evaluating process and product. Each unit utilizes theories and concepts with bearing on the person, the learning process, the group, and the culture, thus dividing the material into twenty learning sections. To illustrate, the first strategy moves from consideration of the adult as a person and as a learner, to studying the adult as a member of a group and as part of a culture.

\*This information is taken from a manuscript, Teaching Strategies and Techniques, by Dr. Per Stensland, which he is currently testing in a course.

In the course of formulating a strategy, the student is given an introductory reading as a foundation for the study phase, including self-analysis and field observations. The text is interspersed with study forms used in the analyses and observations. A third phase is devoted to various activities in which the student puts ideas and concepts into practice; for example, in dealing with goals and objectives, the students organize and work with committees facing real work tasks. In handling methods, the students experiment with application of different learning theories in actual learning situations.

While each strategy thus has four foci—the person, learning, the group, and culture, they all converge on the major problem of facilitating the acquisition of new knowledge, new skills, and relevant attitudes by teachers of adults. The strategy sections also include self-testing devices based on initially defined, limited learning objectives. A final, fifth strategy in evaluation serves to synthesize and draw together the learning experiences and discoveries in the preceding four strategies.

The core module is devoted to cultural ideas and concepts clarifying the role of educators in today's society from various points of view. For example, the teachers and teaching tasks are seen in their cultural contexts; ethnocentrism is studied in proper perspective, communication across cultural boundaries is analyzed, issues and problems of education in a society of ethnic differences are scrutinized.

The supportive additional modules are based on applied behavioral sciences and on current ideas in teacher education, but interwoven into each of them are reflections on cultural and ethnic implications of teaching today. The content of the series is best illustrated by the titles of these satellite modules:

- The Ethnic-Cultural Base for Teacher Education (The core module)
- Human Relations for Adult Education Teachers
- The Psychology of the Adult Learner
- Educational Support Systems
- The Learning Environment and the Teacher as Architect
- Teaching Strategies and Techniques
- Educational Materials and Technology

The content and methodology of a module are drawn from several disciplines: psychology, sociology, anthropology, learning, communication, education. A case in point is the module on Learning Strategies and Techniques, currently being tested in a graduate seminar setting by the author, Per O. Stensland, at Teachers College.

Materials. A handbook and handouts, now being tested and revised, are used in the training.

Time. Designed to be implemented in a regular course of a school year, the modules are divided into units fitted to the time sectors, or to two school terms. Availability and schedules of in-service teachers will naturally determine how the module series may be distributed over one or two school years.



### 3. EVALUATION

The present testing is being carried out in a seminar of graduate students in adult education. The participants do field studies and interviews outside classroom hours and work continuously in class in teams of two or in committees. Thus self-study (at home) is combined with individual inquiry (in the field) and with testing the relevance and effectiveness of the module itself (in peer groups in the seminar). The present experiment is expected to result in further refinement and enrichment of the module, through collaboration of practicing adult educators pursuing their continuing professional learning goals.

### 4. ADDRESS

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#### A Telelesson Teacher Education Series Basic Education: Teaching the Adult\*

#### 1. PROGRAM IDENTIFICATION/OBJECTIVES

This instructional television series for training teachers of adult basic education was prepared by the Maryland State Department of Education, Division of Instructional Television. The general aim of the series is to increase the students' professional competence through development of their knowledge and understanding of current practices in the field of adult basic education.

The specific objectives are to enable the viewer-teacher to:

Identify characteristics of a typical ABE learner, physiological principles that affect him, and techniques used for coping with each characteristic and principle

Describe the steps in active learning, sources from which needs are identified, and tools for effective communication with the ABE learner

Name and describe the activities a teacher/planner needs to consider in designing content for an ABE program

Describe the conditions for creating a good learning climate

Administer and evaluate an individual informal reading inventory

\*Ms. Sandra Gruetter, ABE/TV Project Coordinator, supplied information about the program.

Describe steps in developing a language experience story and sources for material for developing basic reading skills with the new adult reader

Demonstrate the ability to teach word attack and comprehension skills with adults

Demonstrate the ability to select appropriate reading material related to students' needs and evaluate student progress

Demonstrate to the satisfaction of the instructors the ability to integrate the knowledge of reading skills materials with mathematics and/or subject-related areas in ABE programs

Identify a) community resources and media that are helpful in recruitment and follow-up of ABE learners, and b) the role of the paraprofessional and volunteer in ABE

Demonstrate a response for guiding selected ABE learners with special problems or concerns (reviews case studies)

Demonstrate selected methods and techniques for working with ABE learners

Identify national demographic and legislative factors relevant to the ABE programs

## 2. APPROACH

Training. The course consists of thirty half-hour lessons on videotape offering classroom demonstrations, interviews with adult basic education students, and discussions with national authorities in adult education.

A manual complements the media package and is used in conjunction with readings, individualized learning activities, and research on contemporary problems. This total approach is accomplished through the guidance of a learning facilitator in a seminar class.

The content and scope of the course includes:

- An overview of the background of the ABE learner
  - Characteristics and their implications
  - Physiological, psychological, and sociological principles

- Understanding and designing the ABE program
  - Needs, interests, problems
  - Activities for planning
  - Conditions for setting learning climate

- Developing the curriculum content
  - Goals and behavioral objectives
  - Diagnosis
  - Reading Process: skills of perception, word recognition, comprehension, and self-selection
  - Integrating communication, mathematics, vocational and subject-area concepts

- Using a variety of methods, materials, and techniques
  - Individualized and programmed instruction
  - Selection and development of material

- Guiding the learner
  - Recruitment and retention
  - Evaluation and measurement of progress

- Considering other factors
  - Legislation and demographic data
  - Possible learning difficulties

Materials. Videotapes and accompanying manual. Four basic texts are also required.

Time. The course is designed to cover forty-five clock hours, or three semester credit hours, on the upper undergraduate or lower graduate level in accordance with the following structure:

Telelessons	-- 30 half-hour programs
Seminars	-- 15 hours (approximate)
Research	-- 15 hours (approximate)

### 3. EVALUATION

An evaluation form with a scale was used to assess the telelessons, manual lessons, isolated manual lessons, and their overall effectiveness. Individual items on the evaluation form included the difficulty level, the effectiveness of teacher demonstrations and guests' presentations, student participation, and visuals. Other items covered the appropriateness of the content, identification of training needs, and improvement and organization of the manual.

Approximately seventy adult educators living within the reception area for Channel 67 were selected to critique the pilot of "Basic Education: Teaching the Adult." The critiquing population ranged in education from those with bachelor's degrees to those with doctorates. A similar span of experience in adult basic education was revealed; from relative newcomers to persons in the field since its inception.

Many types of adult education employment areas were represented by: work incentive programs, adult counseling, specialists in adult continuing education, Teacher Corps project, the very young (parent education), undergraduate and graduate students in adult education degree programs, correctional institutions, college professors, adult education staff development regional personnel, Opportunities Industrialization Center of Baltimore, Inc., public school adult education, and hospitals.

Participants in the evaluation were asked to view each telelesson, read the accompanying manual lessons, and complete and return an evaluation form. During the spring term of 1975, the series was evaluated at selected colleges and universities planning to utilize the telelessons and the instructor's manual in conjunction with and supplemented by curriculum designed for credit courses. About 600

students were expected to be involved in twenty-eight institutions.

The series was available for open circuit broadcast in the fall of 1975.

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#### Problem-Solving and Peer-Instruction Andragogy\*

##### 1. PROGRAM IDENTIFICATION/OBJECTIVES

The Human Resources Research Organization (HumRRO), Carmel, California, under contract with the U.S. Office of Education, Bureau of Occupational and Adult Education, is developing a problem-solving andragogy, and applying a peer-instructional technique for adult educators.

The HumRRO strategy for instructing teachers of adults is to provide well-conceived examples of both techniques, together with an explicit teaching manual for each. All materials are made generally available to adult teachers.

##### 2. APPROACH

In developing a problem-solving andragogy, Dr. Richard Suchman largely distinguishes among teaching for recall, problem-solving, and inquiry, according to the following areas of responsibility for selection of ends and means:

<u>Techniques</u>	<u>Locus of Responsibility for Selection of:</u>	
	<u>Ends</u>	<u>Means</u>
Training	Teacher	Teacher
Problem-Solving	Teacher	Learner
Inquiry	Learner	Learner

\*Dr. Richard Suchman and Dr. Hilton Bialek provided information about this program.

He specifies that instruction in problem-solving must include:

1. A clearly defined goal
2. Available resources by which the goal can be reached
3. A criterion by which it is possible to determine when the goal is reached
4. Help in learning the strategies necessary for reaching the goal, such help to stop short of deciding for the learner that he or she has reached the goals

Suchman uses a problem-solving simulation of the purchase of a second-hand vehicle to illustrate the technique for adults. This simulation contains all of Suchman's essential elements. The goal is to purchase a second-hand car most likely to offer best service at least cost. Resources are provided permitting estimates of purchase and maintenance costs as well as of likely car performance if the student pushes available tests to the utmost. The criterion for reaching the goal is to find the optimum combination of performance and costs.

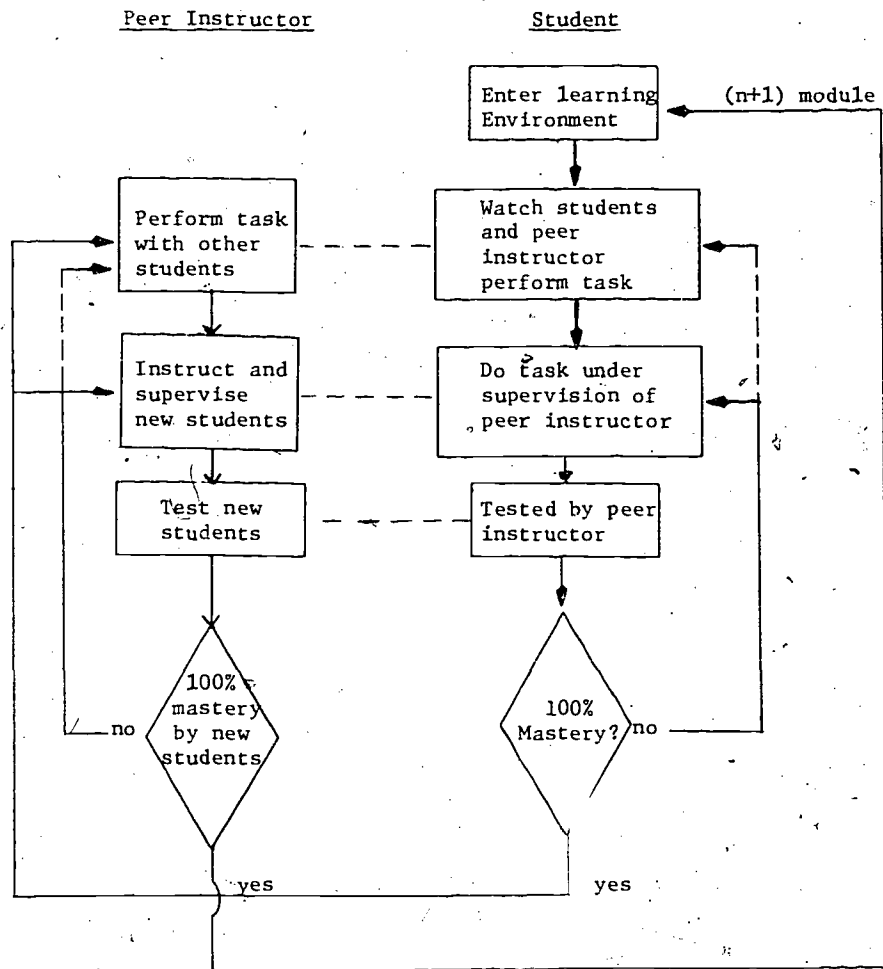
Help in planning decision-making strategies is given through sets of so-called information cards. For earlier problems the cards contain abundant, non-dissonant, reliable data. Progressively, however, they leave data out, become more dissonant, and include information from unreliable sources. Through this process the students are expected to discover the basic elements of decision-making and to learn how to collect and interpret necessary information.

In problem-solving the teacher's role shifts from providing information to posing problems that call for information-gathering and decision-making strategies. The students discover through simulated problems that good decisions require access to relevant information, the weighing of dissonant evidence, and evaluation of data in terms of the source.

To develop a peer-instructional andragogy, Dr. Hilton Bialek breaks down the learning tasks into modules, each with its own mastery or performance criteria. A student must master the module before instructing others. The formal sequence is illustrated at the top of the following page.

He suggests that peer-instruction seems most appropriate when:

1. The tasks are relatively specific, rather finely differentiated, and have directly measureable and observable outcomes
2. There are enough students to enable peer-pairs to form and reform or else there is a large enough input to allow a steady flow of new students



Selection of Teachers. The program has not reached the point where it is operational in the field. It is now being developed and tested.

Training. Training will proceed in line with the two techniques being formulated with emphasis on peer-instruction.

Materials. Two teacher's manuals are in process, one on use of the Suchman simulation, and another on how to replicate the illustration of a survival skill to ABE students. In addition, a report will be issued on (a) the limits of reading skill below which problem-solving teaching of adults becomes impractical, and (b) the possibilities for generalization of problem-solving andragogy both to the understanding of the problem-solving structure itself and to the development of inquiry.

Time. The time required for training has not yet been determined.

### 3. EVALUATION

A formative evaluation is in progress of both the simulation method of teaching how to purchase a second-hand automobile, and of the illustration of peer-instruction of a survival skill to ABE students.

### 4. ADDRESS

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## Louisiana Adult Education Staff Developmental Project\*

### 1. IDENTIFICATION/OBJECTIVES

The Louisiana State Department of Education has instituted a multiphased staff development program with impact on a majority of Louisiana adult educators. The most immediate need was to provide basic training experience to the overwhelming number of adult teachers who had never received any formal training. In addition, the State Department of Education sought a teacher training program designed to reduce the high illiteracy rate in the state, where the average illiterate is about sixty years of age.

\*Dr. Robert Boyet, Louisiana State Department of Education, Robert Arcenaux, Lafayette Parish Adult Education Program, Dr. Roland Broussard, University of Southwestern Louisiana, and Paul Breaux, Acadiana Educational Media, Inc., provided information about this Program.

## 2. APPROACH

Short-term, intensive, cohesive experiences in the form of workshops were designed for teachers at a state university.

Selection of Sites and Teachers. Three-hundred of the state's 729 adult educators who had never attended an adult education workshop were selected for training. They were formed into four 75-person groups; each group attended a one-week workshop at the University of Southwestern Louisiana in the summer of 1972. In 1973 similar workshops were conducted for 269 teachers.

Training. The week's experiences included instruction in:

- I. Introduction to the program of adult education in Louisiana
- II. Awareness of the undereducated adult and implications for the teacher
- III. Developing behavioral objectives for adult learners
- IV. Individualized prescriptive instruction using what resources you have on hand:
  - A. Beginning level
  - B. Intermediate level
  - C. Advanced level
- V. Teacher preparation
- VI. Innovative programs of special interest to adult education personnel, particularly the concept of the community school and the adult learning center
- VII. Problems of major interest to adult education personnel
- VIII. Adapting the career education concept to adult education

The workshop consisted of large- and small-group instruction; multi-media presentations were liberally used. Specific objectives were shared with students at the beginning of units; pre- and post-testing took place; individualized prescriptive instruction was employed when possible; several social sessions for rapping with staff were sprinkled into the workshop.

Materials. A training manual was developed for the workshops: Louisiana Adult Education Staff Development Project Training Manual: A Basic Short-Term Introductory Training Program for Adult Education Personnel in Louisiana.

Time. One-week workshops were conducted for one unit of credit.

## 3. EVALUATION

The individually prescribed instruction and residential nature of the workshop provided context for expression and formative reaction to student concerns during the program. Pre- and post-tests



indicated considerable gains in the several units. Opinions formally collected at the conclusion of the sessions recorded students' general comments. They expressed widespread appreciation that the workshop had not only awakened them to a new era in adult education but had also empowered them to function effectively in it.

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#### Student Assessment and Evaluation Program\*

##### 1. PROGRAM IDENTIFICATION/OBJECTIVES

The Bassett Unified School District is a political subdivision of Los Angeles County, California. The School District presently embraces a relatively stable population of approximately 28,000 people. About half the citizens of the school district are Mexican-American.

The Adult School of the Bassett Unified School District presently has an average daily attendance (ADA) of about 1,500, making it one of the larger enrollments in California associated with a single high school in a single school district. One ADA unit is equivalent to 525 instructional hours. Approximately 10% of the present ADA is associated with enrollment in English as a Second Language, the area for which the innovative Student Assessment and Evaluation Program in Adult Basic Education was devised.

English as a Second Language at Bassett is organized into three levels. Instruction in oral and written communication and reading is offered at all three levels.

Prior to this project, only the Wide-Range Achievement Test and the Test of Adult Basic Education were available for student and program assessment. Neither of these tests was criterion-referenced to the three levels of ESL instruction at Bassett. They were used largely to certify literacy, not to aid student and teacher in the learning and teaching processes.

The Bassett Adult School meets adult students at many levels of reading and communication skills. Bassett finds, as do all adult schools, that students advance in non-uniform spurts with highly variable ranges and rates. To meet these differences Bassett

\*Mr. Terry W. Krauss, Principal, Bassett Adult School, provided information about this program.

introduced a procedure that would 1) broadly assess ESL applicants' reading and communication skills, 2) be sufficiently diagnostic to improve initial student placement in conjunction with teacher and counselor judgments, 3) provide criterion-referenced means by which student and teacher can mutually determine mastery of the three basic skills at the three levels, and 4) inform teacher judgments about curricular areas in which improvement holds most promise of payoffs.

## 2. APPROACH

At a series of staff meetings in 1972, administrators, teachers, teacher aides, and counselors involved with instruction in English as a Second Language (ESL) agreed that a hierarchy of reading and communication skills is presumed in the three levels of the ESL sequence. The three levels were therefore structured and assessed with instruments referenced to basic elements of the structure in order to give both student and teacher a picture of what the student knew in relation to what he or she was expected to master.

Four assessment instruments have been provided. One of these instruments is a broad-based pre-test used in a screening fashion to aid in the basically judgmental initial placement of a student at Level I, II, or III. This screening test consists of both oral and written parts. Testing is done by bilingual teacher aides who create the necessary rapport and assess student responses. Staff have agreed upon criterion levels of oral and written communication skills indicative of initial placement at one of the three levels. In the case of oral skills, a further distinction is made between an A and B section of Level I; those who answer fewer than seven basic questions out of sixteen are placed in section A while the remainder are assigned to section B provided that some, but not more than seven, written questions are also answered correctly.

A mastery test has been devised for each of the three levels. At Level I the mastery test consists of a section of questions presented and answered orally in English. Next, recorded passages are heard and a series of simple English questions are read, to which "Yes" or "No" replies are given. The listening comprehension test is followed by a somewhat parallel reading comprehension test requiring written responses. Finally, correct grammatical forms must be identified and copied.

The Level I mastery test, as all the mastery tests, is administered on site with considerable effort devoted to helping the student adopt a familiar and relaxed approach. Students are expected to complete each mastery test within an hour.

The Level II mastery test has a structure parallel to the Level I mastery test. Oral communication is first tested by soliciting answers to questions directed at depicted persons and actions. Recorded spelling and grammatical tasks are included in the listening comprehension test. The reading section tests for grammatical construction, sentence construction, and reading comprehension.

The Level III mastery test continues the basic structure of its counterparts. The oral test incorporates the task of constructing sentences from partially selected sets of words. Expansion of vocabulary and grammar is sought in the written and reading test. The composition task is enlarged to embrace writing a paragraph.

The screening instrument is administered upon application, and in conjunction with other judgments, is used to start the student at a level appropriate to his prior development of English skills.

With teacher approval, students may sit for a Level I, II, or III mastery test after 8, 12, and/or 18 weeks of instruction at a level. The teacher recommendation, test technician and counselor assessment, and student mastery are all incorporated into the ultimate judgment to permit the student to move to a next higher level or to continue in his or her present level.

Should a student fail one mastery test, his or her just-completed mastery test is used as diagnostic information to individualize the student's subsequent instruction still further. A low ratio of students to teachers, teacher aides, and programmed instructional materials provide the manpower and materials needed for such intensified, individualized treatment.

Selection of Teachers. All teachers in this ESL program are bilingual in English and Spanish. Bilingualism helps the student and teacher to harmonize feelings and meaning in the acquisition as an adult of a non-native tongue. In addition, teachers require supplemental experiences to qualify, and have been selected because they demonstrate capability not just to teach but to communicate at gut levels.

Training. All ESL teachers participated in developing the assessment instruments and procedure. This insured that teachers, 1) understood the needed hierarchies, 2) judged the tests to be adequate criteria of needed performances, and 3) accepted and used the procedure.

Materials. A manual in the form of a report outlines the program: Student Assessment and Evaluation in Adult Basic Education, with sub-title, The Bassett Unified School District Plan. There is also a slide and tape presentation.

Time. Adult teachers at Bassett continue to discuss and revise the procedure during in-service workshops which meet once a month on a Saturday. In addition to individual mastery test results, results for groups as a whole are also discussed in order to invent methods which are likely to result in better resource use.

### 3. EVALUATION

Evaluation took place in teacher workshops while the instruments and procedures were under construction and continued until the program was adopted and initiated.

### 4. ADDRESS

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# SELECTED PROGRAMS AT A GLANCE

PROGRAMS	OBJECTIVES	TEACHER SELECTION	TRAINING	MATERIALS	TIME	EVALUATION
Apperception-Interaction Method	To learn the process of teaching and materials development to teach coping skills	Demonstration	Teaching-Writing Workshop, Problem-Inquiry	Photograph story pamphlets	32 hr. series	Based on observation and actual steps students take to improve coping skill
Teacher-Tutor Pair	To develop a model tutoring program for ESL	Based on positive attitudes and understanding evidenced by questionnaire	Readings, discussions, observations and editing/adapting written plans	Handbook	2 hrs. a week	Self-assessment and by tutors/students
Culturally-Oriented Teacher-Education Modules	Improved teaching effectiveness thru increased cultural awareness and ethnic understanding	University students	Readings, self-analysis, and field observations	Handbook and hand-outs	A regular course in a school year -- 2 terms	Testing relevance and effectiveness in peer groups in a seminar
Telelesson Teacher Education Series	To increase basic competence as adult educators	Upper undergraduate and lower graduate students	Videotape offerings, readings, individualized learning activities and research of contemporary problems	Videotape and manual and 4 texts	45 hrs. one semester	Pilot-tested through select audience on local television, and final product tested at 2 colleges and universities

PROGRAM	OBJECTIVES	TEACHER SELECTION	TRAINING	MATERIALS	TIME	EVALUATION
Problem-Solving and Peer-Instruction Andragogy	To provide well worked out examples in problem-solving and peer-instruction	None specified	Simulation	Two mandals	Not yet set	In process
Louisiana Adult Education Staff Development Project	To provide basic training experience to adult teachers with no formal training	Based on no previous attendance at adult education workshops	Small-group instruction and multi-media presentation	Manual	One week	Pre- and post-tests and participants' opinions
Student Assessment and Evaluation Program	To develop instruments to assess level of ESL students	Bilingual English and Spanish teachers with ability to communicate at gut level	Development of assessment instruments and procedures	Manual and slide/tape	Initial workshop plus in-service once a month	Instruments evaluated in teacher workshops

### Final Suggestions on How to Develop A Program

Several options are available in planning a program to train teachers of adults. First, an existing model or program may be followed when the teachers to be trained will work with the same kind of learners in similar circumstances as those for whom the original model or program was devised.

Where such an approach is not feasible, another option is to select elements from several models or programs and develop one that will answer the specific needs of the teachers to be trained. Any such program, to be effective, should include several common components from models and programs cited in this report. These components are:

- \*A needs assessment. Specifically, there must be a determination made of what competencies the teachers ought to have, what competencies they already possess, and what competencies they should acquire. In arriving at the needs of teachers, the trainees ought to be included in the determination together with the program administrators and others. One or another of the lists of teacher competencies noted earlier in this report might be used as a starting point.

- \*Clearly defined objectives.

- \*A specific group of learners. The training ought to be oriented in such a way that the teacher trainees will focus on a definite group of learners with whom they will work.

- \*Time. The most common schedule of in-service teacher training includes an initial concentrated period of training, followed by a weekly follow-up session extended over six months to one year.

- \*Techniques. Most of the programs use a participatory technique which involves the trainees directly in the development of materials, simulations, discussions, and demonstrations.

- \*Evaluation. All the programs have some kind of evaluation, both at the end of the program and as an on-going process throughout the training. The on-going evaluation (sometimes called formative evaluation) allows changes to be made during the training as they become necessary. The trainees also participate in the evaluation through self-assessment.

One final observation must be made. It concerns cost. Throughout this report cost has remained unmentioned, not because it is of little matter, but because it is impossible to assign meaningful estimates to the programs selected for inclusion. These programs are mostly experimental or developmental and do not reflect true expenses of repeating such programs. Furthermore, most of these programs do not have final cost breakdowns available at this time. To give partial figures would be misleading. Besides, costs of a training program are relative, depending on such factors as the

numbers of teachers and the kind of institution sponsoring the training program.

A report of this type cannot do more than present models, describe more-or-less exemplary programs, point out some of the elements that ought to be included in a training program, and suggest approaches.

It would be totally unrealistic for such a report to try to provide a "cook book" manual.

A "cook book" for training teachers of adults would have to be several "cook books" -- one for every different kind of adult learning situation. In addition, the "cook books" would require many "ifs" to provide for the innumerable variables one might expect to encounter in any specific situation.

In any event, a training program must be tailored on the local level to fit the needs of both individual teachers and institutions.

Such a result is normally best achieved by working from a generic model or a definite program with adaptations.

This report has presented a wide selection of models and programs. These options can furnish the initial direction required to plan and conduct an effective program to train teachers of adults.



#### TEACHER-AIDE TRAINING

This report addressed itself to the training of teachers of adults. In a sense, this is a limitation that does not reflect reality fully, because many educational and training programs are using aides to supplement and complement regular teachers.

A training program, according to the literature and experience of directors of adult education programs, ought to include a component on how to work with aides. In addition, training for aides ought to be incorporated into the teacher training program.

Paraprofessional aides, employed as adjuncts to teachers and programs, have become widely used and accepted in education at all levels. It wasn't the intent of this survey to ascertain whether aides are needed or what kinds of services they should perform. These qualifications have been established by others. It was known that aides in ABE were being employed in increasing numbers, and were in fact, recognized for making significant contributions to instruction...It appears that the way aides were used in Missouri closely paralleled their use nationally. Approximately one-fourth were co-teachers (mostly), roughly one-third tutored individual students, while between 25-30 percent were engaged in non-teaching tasks. Approximately ten percent were used in other ways including a combination of the three above: recruiting, babysitting, and registering students. (41)

More than two out of three teachers, both nationally and in Missouri, felt aides were "very important." (42)

At present "many training programs for aides are inadequate because they tend to establish a single model for aide performance when there is a great variety in teacher styles requiring different mixes of roles in the art of paraprofessionals. Paraprofessionals should be trained as jacks-of-all-trades to assume flexibility...the system should provide for upward mobility by which paraprofessionals can aspire to work to become qualified ABE teachers. There should also be provision for salary increments and other incentives for those who wish to remain aides and prove to be valuable in these positions." (43)

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Appendix A  
Priority Order of Statements  
Describing ABE Teacher Competency

Rank Order	Trng. Needs	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
1	*	summarize and review the main points of a lesson or demonstration				X
3	*	determine the difficulty, validity, and reliability of teacher-made tests				X
3		maintain discipline in the classroom				X
3		develop a climate that will encourage learners to participate				X
6	*	use classrooms and other settings which provide for a comfortable learning environment				X
6	+	maintain interest of students in classroom activities				X
6		adjust rate of instruction to the learners' rate of progress				X
8	+	select curriculum which will develop all levels of reading comprehension	X			
9	+	use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities				X
12	*	identify potential talents of learners			X	
12	*	recognize the value system of learners to be appropriate for the environment in which they live			X	
12	+	use appropriate methods and materials to remedy deficiencies in mathematics				X

\* greatest training need (.05 level of significance)  
+ secondary training need (.10 level of significance)  
# "overtrained" - training has been more than adequate

Curr. = Curriculum  
A.E. = Scope and Goal of Adult Education  
Lrnr. = ABE Learner  
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Rank Order	Trng. Needs	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lnr.	I.P.
12	+	select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns, and opinions	X			
12		select curriculum which will promote development of the learners' reading vocabulary	X			
15.5		select curriculum which integrates reading comprehension and vocabulary development with each content area	X			
15.5		design an instructional plan based on results of diagnostic tests				X
17	*	apply basic principles of adult learning to instructional situations				X
19		select curriculum which will aid the learners in developing an interest in reading	X			
19		use appropriate methods and materials for teaching mathematics				X
19	#	communicate effectively with learners				X
24	*	use techniques to facilitate recall				X
24	+	determine those principles of learning which apply to adults			X.	
24	+	select reading curriculum according to logical order	X			
24		select those components of a subject area which are essential to learners	X			

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Rank Order	Trng. Needs	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
24		reinforce positive attitudes toward learning				X
24		provide continuous feedback to learners on their educational progress				X
24		devise instructional strategies that will develop within the learners a sense of confidence				X
30	+	function in a team teaching situation				X
30		participate in the process of program evaluation				X
30		provide practical activities for learners which reinforce classroom instruction				X
30		establish a basis for mutual respect with learners			X	
30	#	develop effective working relationships with learners				X
37.5	+	select materials and activities which promote learning about practical government				X
37.5	+	interpret the adult basic education program to other teachers and the community		X		
37.5	+	plan independent study with learners				X
37.5		differentiate between teaching children and teaching adults		X		

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37.5		recognize the potentiality for growth in learners		X		
37.5		select instructional materials which relate to the background of the learners				X
37.5		place learners at their instructional level				X
37.5		operate duplicating equipment and instructional hardware				X
37.5		relate instructional content to the life of learners				X
37.5		participate in the process of evaluating one's own teaching effectiveness				X
		NOTE: STATEMENTS ABOVE THIS LINE ARE RANKED IN THE TOP QUARTILE (25%)				
43.5		select mathematic concepts according to logical order	X			
43.5		demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom		X		
52	*	determine reasons for low self-concept of learners			X	
52	*	gather information concerning psychological problems of the learners			X	
52	*	recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities				X

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52	+	plan instructional activities which bring resources of the community to bear on needs of learners				X
52	+	use programmed and self-directed instructional materials				X
52	+	relate classroom activities to the job experiences of learners				X
52		select curriculum which will develop oral language skills	X			
52		include concepts of modern math when selecting curriculum	X			
52		diagnose learners' basic reading skills				X
52		diagnose learners' basic mathematical skills				X
52		refer learners to community agencies for specific social, educational, and training needs				X
52		administer informal reading inventories				X
52		construct informal tests and measurement techniques to evaluate learners' achievements				X
52	#	use a system to keep records of learners' progress				X
52	#	select curriculum which will develop word attack skills	X			

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			Curr.	A.E.	Lnr.	I.P.
64.5		select curriculum according to appropriate sequence, continuity, and integration	X			
64.5		select curriculum which provides for the development of liberal education for the learners	X			
64.5		use knowledge of adult developmental characteristics to select curriculum	X			
64.5		identify the learners' interests and levels of aspiration			X	
64.5		adjust teaching to accommodate individual and group characteristics				X
64.5		apply criteria for the selection and evaluation of instructional materials				X
64.5		adjust program to respond to the changing needs of the learner				X
64.5	#	maintain a clean, orderly classroom				X
64.5	#	apply knowledge of materials and procedures gained from other teachers				X
64.5	#	use appropriate materials and methods for specified reading deficiencies				X
73.5	+	describe the learning characteristics of the adult			X	
73.5		demonstrate commitment to lifelong learning by participating in continuing education activities		X		

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Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lnr.	I.P.
73.5		apply pertinent research		X		
73.5		use the services of local adult basic education advisory committees		X		
73.5		administer informal math inventories				X
73.5		select materials and activities which promote learning about ecology				X
73.5		integrate knowledge of reading skills, particular dialects, and reading problems with instructional materials				X
73.5		apply principles of attitude and behavior change in the instructional process				X
84.5	+	determine the modalities by which individuals learn most effectively				X
84.5		identify new developments, recent recommendations, and current issues in adult education		X		
84.5		assist learners who desire to assume new roles in society			X	
84.5		try novel and unique strategies in broadening horizons of learners				X
84.5		evaluate instructional objectives				X
84.5	#	differentiate between goals and objectives				X
84.5		guide and counsel learners				X

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			Curr.	A.E.	Lrn.	I.P.
84.5		interpret informal reading inventories				X
84.5		interpret informal math inventories				X
84.5		select materials and activities which develop study patterns				X
84.5		adjust instruction to provide for the social, psychological, and physiological effects of aging				X
84.5		give examples of concepts and principles				X
84.5		interpret and use the results of standardized achievement tests				X
84.5	#	identify the major topics and concepts of each subject he/she teaches	X			
		NOTE: STATEMENTS ABOVE THIS LINE ARE ALSO ABOVE THE MEAN/MEDIAN				
98	+	incorporate practical government into the curriculum	X			
98	+	identify and analyze terminal behaviors				X
98	+	construct audio-visual materials				X
98		select curriculum which will help learners control and adjust to change	X			
98		incorporate health and nutrition objectives into the curriculum	X			
98		use information from professional journals, organizations, and associations		X		

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Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lnr.	I.P.
98		use the services of state and local agencies responsible for adult basic education		X		
98		use techniques of public relations		X		
98		select materials and activities which promote consumer education				X
98		operate a learning laboratory				X
98		adjust the administration and interpretation of tests according to the behavioral characteristics of adults				X
98		choose tests that yield necessary data on learners				X
98		select materials and activities which promote the learners' liberal education				X
107		select curriculum which develops study patterns	X			
107		design activities to develop problem-solving abilities within learners				X
107		list the major causes of reading difficulties in adult learners				X
107	#	coordinate and supervise classroom activities				X
107	#	use humor in the classroom				X

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Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lnr.	I.P.
112		differentiate between curriculum and instruction when selecting curriculum and developing instructional plans	X			
112		apply basic principles of group dynamics and leadership techniques				X
112		use instructional materials which are congruent with specific curricular goals				X
112		maintain current information concerning commercial instructional materials				X
112	#	use appropriate methods and materials for teaching language arts				X
117.5		identify causes of discrimination			X	
117.5		use criterion-referenced evaluation instruments				X
117.5		develop generalizations supported by facts				X
117.5		use the language experience approach to teach reading				X
117.5		determine modes and rates of instruction through diagnosis				X
117.5		involve learners in the process of formulating instructional objectives				X
121		analyze the impact of prior educational experiences upon learners			X	

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			Curr.	A.E.	Lrnr.	I.P.
126.5	+	construct informational reading inventories				X
126.5		include the essential elements of the communication process (listening, speaking, reading, and writing) when selecting curriculum	X			
126.5		select curriculum which emphasizes noteworthy current events	X			
126.5		apply theory to the process of program development		X		
126.5		collect information on the cultural and social forces that influence the learners			X	
126.5		write objectives in behavioral terms				X
126.5		construct profiles which reflect learners' attainment, potential, and expectations in reading				X
126.5		write instructional materials				X
126.5		apply generalizations to specific situations				X
126.5	#	explain what is individually prescribed instruction.				X
136.5	*	interpret the philosophic base and current issues of adult education in relation to the various aspects of American society		X		
136.5	+	aid the learner in obtaining employment or on-the-job training				X

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Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lnr.	I.P.
136.5		interpret national, state, and local objectives of adult basic education		X		
136.5		recognize the historic and contemporary approaches to literacy		X		
136.5		design instructional strategies to develop all levels of comprehension within the cognitive domain				X
136.5		relate knowledge of economic and labor market information to the vocational interests of learners				X
136.5		use mass media for educational purposes				X
136.5		apply synthetic and analytic word-learning methods as determined by diagnosis				X
136.5		administer interest inventories				X
136.5		adapt instructional activities for the physically handicapped				X
143.5	#	describe the relationship of adult basic education to adult education		X		
143.5		assess anxieties about learning that are specific to identifiable groups of learners			X	
143.5	#	recognize the similarities and differences between general and vocational education		X		
143.5	#	make daily lesson plans				X

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Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lnr.	I.
147.5		recognize the nature and intent of adult basic education legislation including financing		X		
147.5	#	interpret social characteristics of learners			X	
147.5		identify the major functions of community agencies which serve the social, educational, and training needs of learners			X	
147.5	#	use behaviorally stated objectives				X
151.5	+	prepare new teachers for innovative and changing programs				X
151.5		identify similarities and differences between two or more educational philosophies		X		
151.5		analyze reasons for learners' participating in educational programs			X	
151.5	#	relate the democratic process to everyday lives of learners				X
154	#	apply concepts of liberal education to adult basic education		X		
156		use the community development approach		X		
156		assess the effects of discrimination on the learners			X	
156	#	arrange flexible grouping for learning				X

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Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
158		recruit the learners		X		
160		identify major causes of the literacy problem in the United States		X		
160		select materials and activities which promote learning about health and nutrition				X
160		recognize action words appropriate to a given behavior				X
164		interpret the social structure and characteristics of the community		X		
164		collect information on the learners' physical, mental, and social development			X	
164		gather information on the economically disadvantaged in various ethnic groups			X	
164		select objectives from each of the domains (cognitive, psychomotor, and affective)				X
164	#	administer standardized tests				X
167		arrange and conduct field trips				X
168		incorporate consumer education into the curriculum	X			

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## APPENDIX B

### Methodology of this Report

One of the two chief objectives of this project was to survey the literature dealing with training teachers of adults. The assessment consisted of these activities:

1. Both a computer and hand search were made of the entire ERIC collection.
2. A search was made of the extensive documentary collection of the Library of Continuing Education, Syracuse University, Syracuse, New York.
3. A search was made through the National Multimedia Center for Adult Basic Education, Montclair State College, Montclair, New Jersey.
4. An on-site search was made of the documents at the offices of the Center for Resource Development in Adult Education, University of Missouri-Kansas City.
5. Standard bibliographic references were systematically screened, including Education Index, Review of Educational Research, and Readers' Guide to Periodic Literature.
6. Various agencies and institutions were canvassed for unpublished reports and program reviews.

In addition, the author called upon the knowledge and experience of numerous practitioners and professors in the field of adult and continuing education.

After studying abstracts of all the documents identified through the various searches, those that seemed most appropriate were obtained and examined for pertinent and relevant material.

The second objective of this project was to identify the programs or practices considered to be exemplary for in-service training of teachers of adults.

The first step was to contact all ten HEW Regional Staff Development Project Directors working in the 309 projects, under Title III of the Adult Education Act. These directors were asked to supply both specific programs (in or outside their regions) which they considered to be exemplary, and the names of other individuals who might help to identify such programs.

All these leads were followed up either by letter, telephone, or personal contact on-site, or at conferences and meetings. In addition, other programs and individuals were identified both through the literature, through personal contacts, and through numerous individuals involved in training teachers of adults on local, state, regional, and

national levels, including professors of adult education.

Every suggestion was followed up to the extent that it proved to be of further usefulness to this project.

The sad part of this search to identify exemplary programs and practices was the large number of individuals contacted who admitted that they could not identify even one such exemplary program or practice. Many of them made such comments as, "There aren't any such exemplary programs around anywhere," or "I know a lot of programs that are making some headway, but they would hardly be called exemplary."

All the persons contacted admitted that there was a lot of interest and activity in this direction, but that the field still has to develop such exemplary programs.

The list of criteria developed was then tested by asking the opinions of several dozen knowledgeable individuals, both on the practitioner and academic levels. Everyone consulted agreed that the list was all-inclusive and well conceived, but almost all of them suggested that there was no program in existence, to their knowledge, that could meet all the criteria.

Once the criteria were validated through this kind of "jury" process, they were applied to the programs identified for closer study.

An initial draft of this report was distributed to selected individuals for review. These included teachers of adults, administrators of adult education programs, program planners, and professors of adult education.

This final report acknowledges their contributions and incorporates their helpful suggestions.

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